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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for people working in career resource centers, particularly technicians and aides. The goal of this module is to help users gain an understanding of their functions and develop skills in interviewing, telephone procedures, and conducting individual/group orientations. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

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ED181383

DEVELOPING PEOPLE RELATIONSHIP COMPETENCIES FOR CAREER RESOURCE TECHNICIANS

MODULE 20

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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COORDINATOR'S GUIDE

INTRODUCTION

MODULE GOAL AND OBJECTIVES

This module is directed toward people working in a Career Resource Center, specifically beginning Career Resource Technicians and Career Resource Aides. The topic is entry level skills in the area of people relationship competencies. Participants will gain an understanding of the functions of the Career Resource Technician and demonstrate entry level skills in conducting an interview, in identifying correct telephone procedures, in conducting individual and group orientations to a Career Resource Center and in improving the confidence of participants in instructing individuals and groups in the use of a CRC.

On completion of this module you will be able to:	***APPROXIMATE TIME***
1. List at least five of the seven functions of the Career Resource Technician that are related to people relationship competencies.	50 Minutes
2. Demonstrate interview skills of informing and convincing in a mock interview.	65 Minutes
3. Demonstrate knowledge of appropriate telephone techniques.	50 Minutes
4. Demonstrate skills in conducting group and/or individual orientations to the CRC by:	75 Minutes
A. Orally presenting a resource including:	
(1) Name of resource	

(2) Level of information (national, state, regional, local)

(3) Detailed description of the type of information (job description, salary/wages, places of employment, education and/or training).

5. State an increase in confidence in being able to instruct individuals and/or groups in how to use materials in the Career Resource Center. 55 Minutes

GLOSSARY

Career - The pattern of activities and experiences that make up a lifetime of work, learning, and leisure. The term is broadly defined to include occupational and educational choices and patterns as well as other aspects of a person's life --- his/her personal and social behavior, learning to learn skills, social responsibility or citizenship and use of leisure time.

Career Counselor - A professionally trained counselor who has expertise in the field of careers through experience and specialized training.

Career Development - The life-long process a person undergoes as s/he gains skills in setting goals and in developing, implementing, evaluating, and revising plans to define a career and deal with life problems and opportunities.

Career Education - The totality of experience through which one learns about and prepares to engage in work as part of her/his way of living.

Career Guidance - The various types of assistance provided to help individuals in their career development. It may include instruction, counseling, placement, follow-through, evaluation, and support procedures based on career planning and development needs.

Career Resource Aide - A volunteer or paid person who assists the Career Resource Technician in the operation of the Career Resource Center.

Career Resource Center - A facility having career materials which acts as the hub of the career guidance program of a school.

Career Resource Technician - A paid paraprofessional who manages the Career Resource Center, performing duties which facilitate the career guidance program of a school.

INTRODUCTION

This learning module is the first of two modules dealing with Career Resource Technicians. The second is Developing Facility Maintenance Competencies for Career Resource Technicians. Since this learning module is only six hours long, we do not pretend that we can teach all the people relationship skills necessary for a Career Resource Technician (CRT). The CRT is constantly interacting with people all day long, including students, faculty, staff, administrators, parents, and people from the community. A high degree of skill is necessary if the CRT is going to successfully perform his/her job.

Career Resource Technician

It would be better to say that we are going to deal with entry level skills, the kind necessary for even a minimal performance of the job. This learning module can be of benefit to those just beginning the job of CRT, and to those assistants in the Career Resource Center (CRC). These assistants can be parent volunteers, paid adult or student assistants or student assistants working for credit. These assistants will be called Career Resource Aides (CRA).

Career Resource Aides

Therefore, experienced CRT's can utilize this learning module with their CRA's because of its stress on entry level skills dealing with people relationship competencies.

It is certainly not expected that you will learn all there is to know about the Career Resource Center

during this module. However, you will become exposed to many new concepts and procedures and be able to perform in several areas.

The activities have been designed to set the stage for typical tasks you may be asked to perform and to allow an opportunity for practice of identified skills.

There are no tests, only self-evaluations of your progress and of the coordinator's ability to communicate new ideas to you.

The module is presented in five sessions. During each, you will receive information that will be used in problem solving and/or in the activity itself. The objective for each session will appear in the right hand column of the page.

Objectives

Also in the right hand column are key words, which will serve as a guide to what information you should retain. In a sense, the right hand column is an outline of the text, provided as a review and quick reference tool.

Key Words

During each session you will be asked to participate in an activity. These activities are designed for practice and offer reinforcement of new ideas, techniques and skills.

At the conclusion of each session you will be asked if you learned the material being presented. Generally, this will be in written form on the pages provided.

PEOPLE RELATIONSHIP FUNCTIONS OF THE CAREER RESOURCE TECHNICIAN

Session One

In this session we will discuss the functions of the Career Resource Technician (CRT) that relate to people relationship competencies. From a survey (Jacobson, 1975) many functions were found to be typical to all Career Resource Technicians. We have divided these functions into two major groups: people relationship competencies, that is, skills the CRT uses in working with people; and facilities maintenance competencies, or skills the CRT uses to maintain the Career Resource Center (filing, classifying material, etc.)

Objective:

Participants will be able to list five of the seven functions of the CRT which are related to people relationship competencies.

A Career Resource Center (CRC) can be viewed as a central location, within a school setting, which offers a variety of resources and services needed to assist

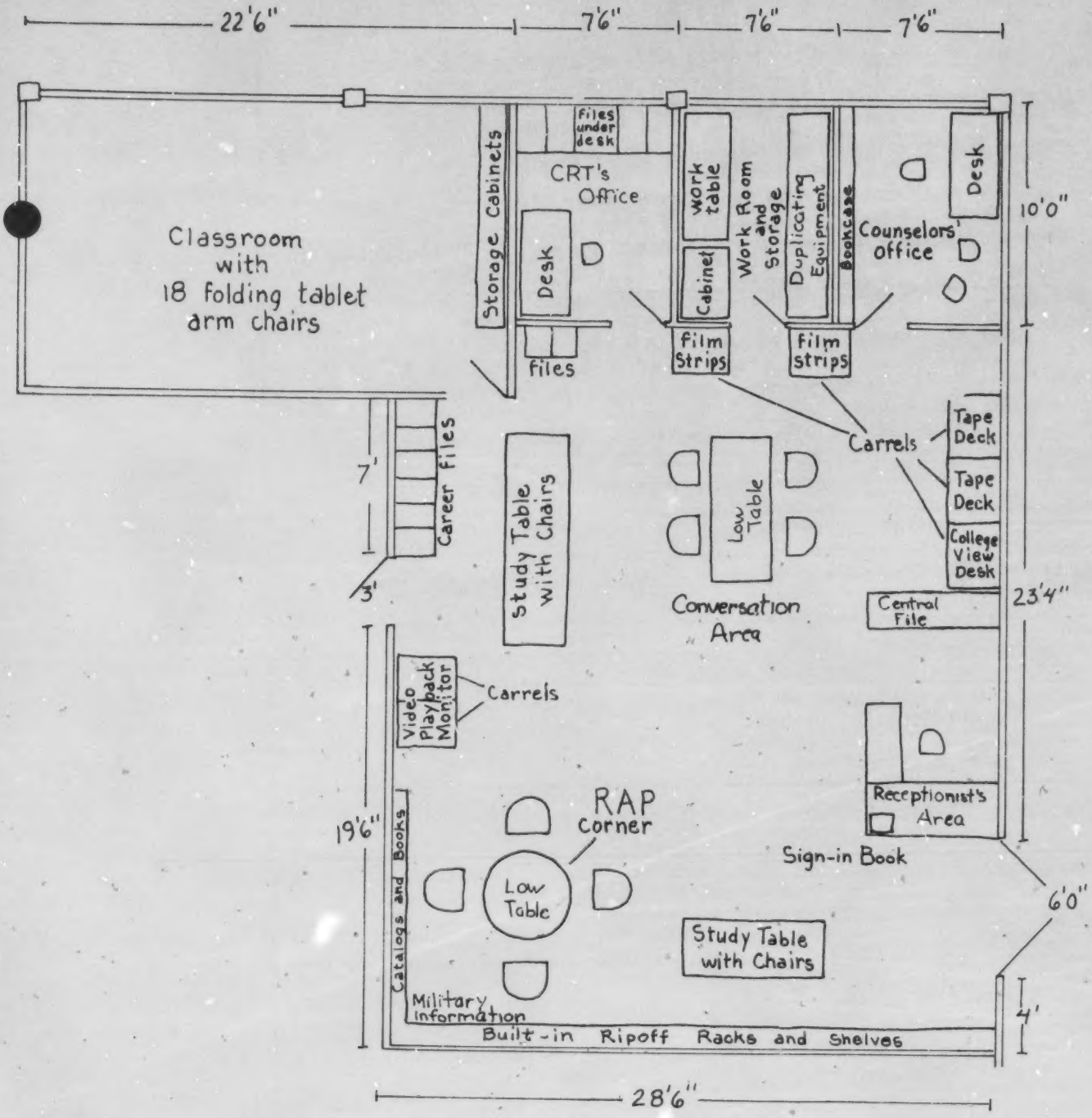
A Typical Career Resource Center

students in fulfilling the goal of wise career decision making.

Basic to any Center are its career counseling and guidance services. These services may include individual career counseling on a drop-in and/or appointment basis; career courses designed to teach, among other things, a decision making model; and group guidance activities, such as job search strategies, financial aids and college search workshops.

In addition to knowledge of self, it is important that students have access to a variety of relevant, up-to-date materials that will support the information gathering process. These materials fall into four basic categories: 1) occupational materials which describe specific and related job opportunities, employment trends, education and/or training needed, salary and opportunity for advancement, aptitudes and interests needed for job success; 2) leisure information materials, which describe productive possibilities of leisure time; 3) educational information, about training at all levels, together with costs and financial resources; 4) personal planning materials, including job search techniques, employment directories, community referral services and other self-help materials.

Although the Center should not become identified as a "testing area", a variety of self-assessment instruments may be offered as a service of the Career Resource Center. These instruments may be introduced through the career class, if one is offered, or by the staff.



A TYPICAL CAREER RESOURCE CENTER

Additional services offered through the Center may include job placement services, work-study and work-experience programs.

Serving as a focal point for an integrated campus-community career development program, the Career Resource Center would offer assistance in developing a curriculum-involved career education program; provide materials to instructors for classroom use; and promote special activities, such as occupational speaker programs, career fairs, open house programs and job site visitations.

The Role of the Career Resource Technician

The Career Resource Technician provides specialized services to the counseling and guidance program through the operation of the Career Resource Center. These services center on providing relevant, up-to-date career information; personalizing the services of the facility; augmenting these services with faculty and community resource people; and communicating these services to the many publics served by the Center.

Although the Career Resource Technician may perform some guidance (or external directional) tasks, the position should not be considered a sub-level of the counseling profession. Thus, there should be a clear understanding that the role of the CRT serves to increase the quality of service and encourage greater utilization of the facilities.

As members of a team, technician and counselor work toward meeting program goals while performing

functions that are unique to their respective skills, background and training.

Generally, the Career Resource Technician works under the supervision of a Career Counselor who has been given the responsibility of carrying out the objectives and goals of the Center.

While clerical and organizational skills are fundamental to job success, it is equally important that the CRT be able to work effectively with a wide range of people, including students, members of the professional staff, faculty and representatives of the community.

The Role of the Career Resource Aide

The Career Resource Aide works under the direction of the Career Resource Technician, performing a variety of tasks. These may include gathering, organizing and displaying information; performing clerical and receptionist duties; and assisting students in locating information and using audio visual equipment.

The CRA is considered an entry level position which may be filled by students or adults on a paid or volunteer basis.

Jacobson, (1975) identified some of the tasks of the CRT. These tasks can be placed into two major categories of competencies that the CRT should possess. These have been defined as people relationship and facilities maintenance competencies.

In the following you'll find seven functions of the CRT in the area of people relationship competencies.

These are not the only ones but have been selected because of their importance.

1. Assists students in retrieving career information

The CRT serves as a resource person to students seeking direction or assistance in retrieving career and related information. It is important that the CRT be able to establish relationships quickly and be seen as a helping person rather than simply as a neutral disseminator of information.

The process for selecting appropriate materials may begin with a simple question, "What do you like to do?" The information gained from this exchange may give a lead for further exploration of a career field and/or a single occupation within a field. A number of techniques may be used to actively involve students in the exploration of career materials. Some Centers offer interest surveys as a starting point in the process of successfully narrowing and focusing on a career choice.

Often assessment of student needs will reveal more complex concerns (such as confusion about life goals) and at that point the CRT becomes a referral source to the counselor.

2. Conducts student, faculty and staff orientation to the Career Resource Center.

The appearance of a student in the Career Resource Center may have resulted from any one of a variety of stimuli. It may be simply a tentative move, or "testing of the waters" to see what kind of a reception is waiting

Seven Functions of the CRT=

1. Retreiving Information

2. Conducting Orientations

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before making any kind of commitment to the career search.

Curiosity about an activity others seem to be enjoying will entice some to the Center. Others will come on the recommendation of a friend, a counselor or member of the faculty. "What comes after graduation?" is another reason to seek out the Career Resource Center and its staff. In any case, each visitor should be made welcome and given ample opportunity to ask questions and have the operations of the Center explained.

For an individual orientation, an informal tour of the facility is best. However, the time of the CRT is usually limited because of all the other demands, so many CRC's have put together a learning package which instructs the student in the location of things in the Center and how to use them. More elaborate preparations are needed for group visitations. Large groups should be scheduled in advance, a program planned and extra help available to ensure that each student's visit will be enjoyable as well as productive.

Faculty members and counselors are among those served directly by the Career Resources Center. They are also potential sources of student referrals, but only if they know what kinds of resources and services are available and how the Center can help them in their student contacts.

The CRT should take an active role in planning group

and individual staff orientations to the Center and be able to clearly demonstrate how the Center can assist in the campus-wide career development program.

Among some of the ways the CRT can encourage greater staff use of the Center is to provide materials for classroom use, conduct student group visitations to the Center and arrange for class career exploration assignments to be conducted in the Center.

Some Career Resource Centers have held special faculty and staff open house programs, while others have made personal contacts in an effort to develop an effective communications system between the Center and the classroom.

3. Instructs students in the use of CRC resources and equipment

3. *Instructing on Use of Resources*

It is of utmost importance that the CRT be thoroughly familiar with the resources of the Center and be able to provide students with information that is current, reliable and suitable to their needs.

A well balanced collection will offer a broad overview of a career field as well as detailed information about careers within the field. The collection should also present information at the national, state and regional level.

The CRT should be able to identify and quickly retrieve this information based on expressed or implied needs of the student.

The CRT needs also to be familiar with the operation of

audio visual equipment and be able to instruct students in its operation.

4. Promotes Career Resources Center services and resources

4. Promoting Services

One of the specific objectives of the Career Resource Center is to create an awareness of the program and its availability to all who have need of its services.

Although the CRT may not personally perform each task associated with public relations and publicity, it is important to have some degree of competency in one or more areas and be able to direct an on-going program designed to keep students, faculty and members of the community informed of the Center and encourage active participation in its activities.

A variety of techniques and media is used to communicate the resources, services and activities of the Center. These include preparation and distribution of pamphlets, brochures, program fliers, newspaper articles (for campus and community publications), radio announcements, newsletters, school bulletins, invitations, letters, displays and media presentations.

Parent-teacher groups, the community, businesses, and school boards may be kept informed of the Center through scheduled speaker programs.

5. Paricipates in Work Experience and Job Placement Programs

5. Participating in Work Programs

While the CRT does not usually have responsibility for the work-experience program, some of the clerical duties and/or interviewing procedures may be considered a function

of the Career Resource Center. For example, this may come about because the work experience coordinator may be located in the Center, and calls may come in while he/she is not present.

Many schools offer a job placement service to students seeking part-time employment while they continue their studies. Frequently these services are offered through the Career Resource Center and the CRT may be assigned some of the tasks associated with the program. These duties may include developing job leads through employer contacts, maintaining a current job listing, on-campus advertising, student interviews and referrals to employers, and various follow-up procedures. Special workshops, such as resume writing and interviewing techniques, may also be a function of job placement.

6. Involves students, staff, faculty and community in Career Resources Center programs

6. Involving Others in Programs

Career development programs are a shared responsibility. They must include key groups and individuals who can effect change through active participation in program planning, implementation and evaluation.

Some ways in which the CRT can seek total campus-community participation in Career Resource Center programs include requests to faculty to evaluate CRC materials, requests for faculty and community participation in occupational speaker programs, invitations to colleges and training schools for special student presentations and arrangements for students to visit work sites and

talk with working professionals about their jobs.

7. Demonstrates proper telephone technique in receiving, placing and referring calls

7. Demonstrating Proper Telephone Techniques

More than a mere convenience, the telephone is an instrument requiring a high degree of communication skills in order to maximize its effectiveness in conducting the business of the Career Resources Center.

Jacobson, (1975) has shown that the CRT spends a great deal of time both receiving and placing calls as well as in making referrals to other agencies, departments and/or individuals.

In addition to a thorough knowledge of the operations of the Center, the CRT should be familiar with other related services and be able to make appropriate referrals.

Summary

In this introductory session we have attempted to acquaint you with the background and scope of the CRT's typical functions. It is by no means a complete description of all tasks performed by the CRT, nor is it intended to set any hard and fast rules for those whose program objectives differ considerably from the model Career Resource Center presented.

It is understood that student needs vary from setting to setting and that the tasks performed by the CRT and members of the professional staff should fill these needs.

Much will depend on the size of the Career Resource Center, how many students it will serve, and the number of support personnel available to assist in the performance of these tasks.

To review, the seven people relationship competencies described are:

Review

1. Assists students in retrieving career information
2. Conducts student, faculty and staff orientations to the Career Resources Center
3. Instructs students in the use of Career Resources Center resources and equipment
4. Promotes Career Resources Center services and resources
5. Participates in Work Experience and Job Placement programs
6. Involves students, staff, faculty and community in Career Resources Center programs
7. Demonstrates proper telephone technique in receiving, placing and referring calls

Activity One

Directions: List at least five of the seven functions of the Career Resource Technician related to people relationship competencies.

1. **Function:** _____

_____

_____

2. **Function:** _____

_____

_____

3. **Function:** _____

_____

_____

4. **Function:** _____

_____

_____

5. **Function:** _____

_____

_____

6. **Function:** _____

_____

_____

7. **Function:** _____

_____

_____

INVOLVING OTHERS IN CAREER CENTER PROGRAMS

Session Two

The Career Resource Aide is often involved with the CRT in developing and conducting individual and/or group orientations to the Career Resource Center. One of the best ways to accomplish this task is with the open house. An open house activity provides the staff with an opportunity to invite students, parents, faculty, staff, administrators, community and school board members to the Center and to acquaint them with the resources and services of the program.

In planning an open house many factors need to be considered. The following outline presents a model for planning and conducting an open house. The first part of the outline indicates the steps for information gathering and the second part outlines the planning process.

While it is understood that institutional rules and tradition may dictate a different application of the model presented, it can be said positively, that a successful program of any kind depends on careful, systematic planning.

The intent of the model is to provide guidelines for planning as well as information that will prepare the CRA to successfully complete the objective of this session.

In planning an open house many decisions will have to be made. In reviewing the following procedures, it is important to note that one or more choices may be appropriate (i.e. selection of the target audience may include all the alternatives given).

Planning an Open House

I. INFORMATION GATHERING

A. Objectives

1. To acquaint students with the services and resources of the Career Resource Center.

2. To acquaint faculty and staff with the services and resources of the Career Resource Center.

3. To involve community resource people in the Career Resource Center programs and activities.

4. To familiarize parents with the objectives, services and resources of the Career Resource Center.

5. To orient administrators and trustees with objectives, services and resources of the Career Resource Center.

6. To stimulate traffic.

7. To announce a staff change or addition to the Career Resource Center.

B. Audience

1. Students

2. Faculty and staff

3. Community

4. Parents

5. Administrators and school board members

C. Style

1. Formal (scheduled events)

   a. Tours

   b. Speaker programs

   c. Refreshments

2. Informal (no scheduled activities, drop-in visitors)

   a. Tours

   b. Resource people (counselors, CRT, CRA, etc.)

   c. Refreshments

D. Content

1. Who (the people involved and their responsibilities)

   a. Hosts/hostesses

   b. Speakers

   c. Tour leaders

   d. Resource people

e. Publicity and programs

f. Invitations

g. Refreshments

2. Theme

a. Annual open house

b. Grand opening

c. Anniversary celebration

d. Orientation (for specific target group)

3. Where

a. Career Resource Center and/or adjoining areas

b. Other facilities that might be included in tour

4. When

a. Date

b. Time and length of each activity

E. Medium

1. Verbal presentations

2. Media presentations

3. Printed materials for distribution

F. Budget

1. Refreshments

2. Publicity and invitations

3. Miscellaneous

II. PLANNING PROCESS

A. Choose theme

B. Determine date, time and place

C. Choose target audience

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D. Develop program, select and confirm participation of key people

E. Prepare and distribute publicity

F. Mail and/or distribute invitations

G. Complete follow-up procedures (thank you letters)

The open house presents a typical situation in which the CRA may become involved. As an aide, it would not be your responsibility to gather all the necessary information, nor make any major decisions. However, to be effective in any role or respond intelligently to any inquiries about the program, you will need to be informed.

Your role will be to assist the CRT in the planning, program development and presentation of the open house, although your specific tasks have not yet been assigned.

Imagine you are in a meeting with the CRT where the details of the open house are being discussed. You are there to gather information, which is the first step in program development.

I. Information Gathering

What are the program objectives? What do the planners hope to accomplish by holding an open house?

A. Objectives

Who the audience will be is largely determined by the objectives. The question is, who are you trying to reach and why? Should the audience be limited to one or more target groups? Can you accomodate all who might come if the invitation is open?

B. Audience

Will the open house be formal with a planned program of tours, speakers and presentations? Or, is it to be an informal program with an invitation to drop in, tour the

C. Style

facilities and talk with the staff? Are refreshments to be served?

Who are the people that will be involved in the open house? What are their duties and responsibilities? *D. Content*

Other information is needed, such as a theme. Is this an annual event, or a first-time introduction to the Career Resource Center? Is it to be an anniversary celebration or an orientation for a specific target group, such as freshmen?

Where the event is to be held and the use of additional facilities are important considerations. When is it to be held, the date, time and places of various activities?

The medium refers to the types of communications used during the open house. Will films be shown? Is the presentation to be verbal or will printed material be distributed? Advance planning will allow time for various types of audio visual equipment to be assembled and for materials to be prepared and printed. *E. Medium*

How much money do you have? How much do you estimate the activity will cost? You will need to consider such items as publicity, invitations, decorations, refreshments and paper products. There are many ways of getting around a small budget. By involving parent and/or community groups, you may find that materials and services may be donated, if the right people are asked. *F. Budget*

Once the information has been collected, the planning process can begin. The first step is to decide on a theme, *II. Planning Process*

A. Choose theme

determine date, time and places of the activity and who the target audience is to be. Key people should be contacted and their participation confirmed. The program content should be firmed up and the invitations and publicity prepared and distributed. Room and equipment scheduling should be completed.

B. Determine date, time and place

C. Choose target audience

D. Develop program, select and confirm participation of key people

E. Prepare and distribute publicity

F. Mail and/or distribute invitations

G. Complete follow-up procedures

All gifts of time, money, materials and services should be acknowledged immediately following the activity. People like to feel their contribution was both needed and appreciated. A sincere note of thanks should be sent to all, even those who may have performed services as part of their job (i.e. those who provided custodial, audio visual services and students who may have participated as volunteers or as a work-study assignment).

As a result of the information gathering and planning process, the following open house program has been scheduled. The program will be held on three consecutive days, Wednesday through Friday from 12:00 to 2:00 p.m. for students and Friday evening, from 6:00 to 9:00 p.m. for parents.

Background information

The program will be both formal and informal, with a schedule of events planned for students and an informal drop-in reception and tour for the parents.

Two occupational speaker programs will be offered daily, with topics focusing on career opportunities within the various majors offered through the school curriculum. Guided tours of the facility will follow

the student speaker programs.

Wednesday

12:00 - 12:30 p.m. Careers in English (panel)

12:30 - 1:00 p.m. Tours and refreshments

1:00 - 1:30 p.m. Careers in Industrial Arts (panel)

1:30 - 2:00 p.m. Tours and refreshments

Thursday

12:00 - 12:30 p.m. Careers in Science (panel)

12:30 - 1:00 p.m. Tours and refreshments

1:00 - 1:30 p.m. Careers in Math (panel)

1:30 - 2:00 p.m. Tours and refreshments

Friday

12:00 - 12:30 p.m. Careers in Fine and Commercial Art (panel)

12:30 - 1:00 p.m. Tours and refreshments

1:00 - 1:30 p.m. Careers in Government

1:30 - 2:00 p.m. Tours and refreshments

6:00 - 9:00 p.m. PARENT'S NIGHT
Reception, tours and refreshments

Open House Program

You've completed the information gathering and planning process and have now been given your specific assignment.

The CRT has asked you to assist in the development of the first occupational speaker program. The topic is "Careers in English." An informal, panel discussion format has been chosen, with a faculty member serving as moderator, joined by three panelists representing various career opportunities within the English field. The program is to

be a half hour in length and will be held in the Career Resource Center as part of the Wednesday Open House activities.

A list of questions will be prepared by the CRT and mailed to the panelists prior to the program. Directions to the school, along with campus parking permits will be mailed. The CRT is also prepared to take care of the necessary follow-up procedures, such as confirmation of each panelists' participation and thank you letters following the program.

Objective:

Participants will be able to demonstrate interviewing skills of informing and convincing in a mock interview.

Your task is to ask the faculty member to: select the panel; make the initial contacts; supply you with the names, addresses and telephone numbers of the panelists; and serve as the host/moderator.

If you are clever, you will have researched the files and prepared yourself to offer some suggestions regarding panel possibilities (i.e. various kinds of occupations to be represented, as well as those requiring varying levels of academic preparation).

Suggestions for Conducting the Personal Interview

Since the topic is English, the faculty member should be a teacher in that field. Protocol should be observed in determining the first person you contact. The department chairperson or senior member of the English staff is a good place to start. Should s/he not wish to participate personally, s/he may designate the task and/or refer you to a recommended alternate.

Find out something about the person you are to inter-

view. Length of service, honors, awards, and personality factors will all be useful data from which to draw.

When a person has been chosen to participate in an activity, s/he would like to think it was for a special reason. The person you are asking may be highly respected in her/his particular field or have an unusual degree of rapport with students. Tell the person you're interviewing why s/he has been chosen.

The initial written or telephone request for an appointment should be brief, to the point and specify where and when you can be reached to confirm a convenient time. It won't hurt to leave a little unsaid until you've had a chance to "sell" the Open House and the need for the faculty member's expertise and participation.

There should be a firm understanding about when and where you will meet with the faculty member. A last resort would be an unscheduled visit, which usually begins with an apology and may put you at a disadvantage. You may also have to contend with many interruptions.

If you've written a note or made a telephone call but have not received an answer, try again. This time, use a different approach. If you called before, then write. If you wrote, then call.

The success of your visit will depend on your ability to "sell" the Career Resource Center and its programs. An enthusiastic, sincere and factual account of how the CRC can help students will go a long way in persuading

Guidelines for Conducting the Personal Interv

faculty members that their participation is a worthwhile expenditure of time. However, don't be surprised if you encounter resistance. Productive people are busy and must, of necessity, be selective in their choice of extra activities.

If you are not already known, introduce yourself. State where you work (CRC) and what position you hold there (CRA). Briefly describe the details of the Open House and what you hope the faculty member will agree to do as a participant.

1. State the purpose of your visit

If you know, or even suspect that the faculty member is not knowledgeable about the CRC, explain the program and the importance of faculty expertise in program development and presentation.

2. Sell the Career Resource Center

Be specific. Describe the program format, how many panelists you will need and offer suggestions as to the kinds of occupations and levels you would like to have represented. Give dates, times and places and specify when and where you can be reached with the names, addresses, phone numbers and titles of the panelists. Explain what the Career Resource Center is prepared to do in carrying out follow-up procedures. Give deadline dates.

3. Describe precisely what duties the faculty host/moderator is expected to perform

Be prepared to counter resistance with persuasive arguments. Explain why the program is worthwhile and why the faculty member was chosen to fill such a vital role. If it appears it will be impossible for the faculty member to take part personally, ask for sugges-

4. Counter Arguments

tions for alternates.

Get a firm commitment or a date when you may expect an answer. Follow-up.

5. Close the deal

One of the major functions of the CRT is to design and conduct individual and/or group orientations to the Career Resource Center.

As the CRA you may be called on to assist in the development of these programs and to play some role in the presentations.

The activity you are about to engage in has been designed to simulate a typical situation that will enable you to develop good communications skills.

You have been asked to invite the participation of a faculty member in the Open House program. To be effective in this role you must be able to bring several facets of communications skills into play.

Ultimately, knowledge is your most potent resource... knowledge of the Career Resource Center and its importance; knowledge of human nature and how to overcome resistance; knowledge of "sales prospecting," or how to select the right person to contact and information gathering, which enables you to make a concise and persuasive presentation.

The workshop leader will explain the ground rules and begin the activity.

37

INTERVIEW RATING FORM - Activity Two

Directions: Rate each of the participants in the following categories and list the information items brought out in the interview.

1. Did the CRA introduce self and state purpose of visit? Yes ( ) No ( )

_____

Name of CRA

		Poor				Excellent
2.	How well did CRA "sell" Center?	1	2	3	4	5
3.	How well did the CRA indicate what faculty member is to do?	1	2	3	4	5
4.	How well did CRA counter arguments?	1	2	3	4	5
5.	How well did CRA close deal?	1	2	3	4	5

List the information items brought out in the interview:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

APPROPRIATE TELEPHONE TECHNIQUES

Session Three

Too often people become careless in their use of the telephone, or are simply unaware of good communication techniques. The assumption is, if we can talk, we can effectively conduct business by telephone. This is not true. There are definite rules for appropriate procedures and courtesy. They should be learned and practiced.

In this session we will discuss procedures for handling requests for information. Tact, courtesy and efficiency are all factors in developing competency in communication skills.

Objective:

The participant will demonstrate knowledge of appropriate telephone techniques.

The Open House program presented in the previous session will serve as a typical situation which has stimulated many calls to the Center. As you listen to a recording of these calls and/or read the prepared scripts, you should be able to identify several errors made in each call by the Career Resource Aide.

Recommended List of Telephone Etiquette and Procedures

Tact, courtesy and efficiency in handling telephone contacts are of utmost importance to public relations, as well as to the efficient operation of any office. Rules cannot be made to cover every situation, but the following Do's can be considered standard practice. Study the list, listen carefully to the recorded conversations and be prepared to identify at least one error in each call. You may also wish to review the written scripts before completing the evaluation forms provided.

WHEN THE TELEPHONE RINGS. . . . .

1. DO. . . . be alert. Show that you are wide awake, ready to assist.
2. DO. . . . put a smile in your voice, but avoid sounding mechanical. Also, leave your "grumps" elsewhere.
3. DO. . . . speak in a natural manner. Avoid technical terms or slang expressions.
4. DO. . . . speak directly into the telephone. Pronounce your words clearly.
5. DO. . . . answer your telephone promptly.
6. DO. . . . identify your office and yourself.
7. DO. . . . give the caller your undivided attention. Avoid side conversations.
8. DO. . . . be prepared to take messages. Have materials handy.

9. DO. . . . take accurate messages. Ask for correct spellings, phone numbers, extension, area codes.

10. DO. . . . explain the reason why you have to leave the line. Return promptly.

11. DO. . . . apologize if it becomes necessary to leave the line longer than expected. Offer to call back if you think you will be longer than 60 seconds.

12. DO. . . . offer to have appropriate person return call.

13. DO. . . . offer to obtain requested information if you are unable to respond fully.

14. DO. . . . ask permission before transferring calls. Explain why it is necessary and to whom you are transferring call.

15. DO. . . . ask permission before putting the caller on hold.

16. DO. . . . allow the caller to hang up first.

17. DO. . . . make the caller feel you understand the problem and are willing to help, even if the call is in the nature of a criticism. Avoid alibis or "buck passing".

18. DO. . . . be tactful if you cannot grant a request or give out certain information. Explain why.

19. DO. . . . keep the caller advised if there is a long delay before the desired person can accept the call. Offer to have the call returned.

20. DO. . . . avoid eating or gum chewing during telephone conversations.

21. DO. . . . avoid inappropriate transfers. Be reasonably certain the information needed is available before referring caller to another office.

22. DO. . . . be tactful if it is necessary to screen calls. Avoid the blunt, "Who's calling?".

In each of the following telephone calls there are at least two etiquette or procedure errors. Your task will be to identify at least one.

CALL NUMBER ONE

CRA: "Hello."

Caller: "Is this the Career Center?"

CRA: "Yes, it is."

Caller: "I'd like to talk to your director about refreshments for the Open House."

CRA: "Who's calling?"

Caller "This is Mrs. Tom Aine, President of the P.T.A."

CRA: "Oh, just a minute, Mrs. Aine, she's meeting with the evaluation committee, but I'm sure she'd like to speak with you."

ERRORS

Identify at least one error in the call

Error: _____

_____

_____

Error: _____

_____

_____

Error: _____

_____

_____

CALL NUMBER TWO

CRA: "Career Center. Flo speaking."

Caller: "Hello, I'd like to speak to Diane Hoffman, please."

CRA: "She hasn't come in yet. She should be here around one or so. You can call her then."

Caller: "I wonder if you'd have her call me? This is Bill Barnes in counseling."

CRA: "Well, Mr. Farnes, I'm not sure she'll be here right at one, but I'll tell her you called." (Hangs up).

ERRORS

Identify at least one error in the call

Error: _____

_____

_____

Error: _____

_____

_____

Error: _____

_____

_____

14

CALL NUMBER THREE

CRA: "Good morning, Career Center, Flo speaking."

Caller: "This is Mrs. Floyd Martin calling. My son brought home a notice of your Open House program and I'd like some more information about the speaker program. I'm interested in the session scheduled Wednesday."

CRA: "Well, I don't know much about it myself and there's no one here right now who does. Maybe one of the secretaries in counseling knows something about it. I'll have your call transferred up there."

ERRORS

Identify at least one error in the call

Error: _____

_____

_____

Error: _____

_____

_____

Error: _____

_____

_____

CALL NUMBER FOUR

CRA: "Career Center. Flo speaking."

Caller: "Hello, I've been reading about your Open House and . . . ."

CRA: "Oh yes, will you hold the line, please. . . . (to another person) Debbie, will you see what that student wants? Sorry. Now what were you saying?"

Caller: "I was asking about the Open House. I. . . ."

CRA: "Oh yes, we've got a little problem here. . . . (to another person) Watch her. The last time she was in here our U.C.L.A. catalog was missing."

Caller: "Are you speaking to me?"

CRA: "Oh no, it's one of the students in here. Everytime she comes in something turns up missing, if you know what I mean."

Caller: "Maybe I should call back later. You appear to be busy."

ERRORS

Identify at least one error in the call

Error: _____

_____

_____

Error: _____

_____

_____

Error: _____

_____

_____

CALL NUMBER FIVE

Phone rings eight times. . . .

CRA: "Career Center. Will you hold?"

ERRORS

Identify at least one error in the call

Error: _____

_____

_____

Error: _____

_____

_____

Error: _____

_____

_____

17

CALL NUMBER SIX

CRA: "Career Center."

Caller: "Hello. I'd like to speak to Mrs. Greene, please."

CRA: "She's in a meeting now."

Caller "Well, perhaps you can take a message. She left word earlier for me to call her as soon as I came in. I had the feeling it might be urgent."

CRA: "Oh? Well, I'd better take your name and number, but you'll have to hold the line. I don't have a pencil."

(Long pause)

CRA: "O.K., I'm back. Now, who did you say was calling?"

Caller: "I didn't. This is Mr. Krowel, the principal."

ERRORS

Identify at least one error in the call

Error: _____

_____

_____

Error: _____

_____

_____

Error: _____

_____

_____

18

CALL NUMBER SEVEN

CRA: "Career Center. Flo speaking."

Caller: "May I speak to Mrs. Greene, please?"

CRA: "She's away from her desk at the moment. Would you like me to try to locate her, or would you prefer to have her return your call?"

Caller "No. Don't go to any trouble. Just have her call me later. This is Mr. Barnes calling."

CRA: "Certainly, Mr. Barnes. Does she have your number?"

Caller: "Yes. She can reach me at extension 271."

CRA: "That was extension 271, Mr. Barnes?"

Caller: "Yes, that's correct."

CRA: "Thank you, sir, I'll have her return your call as soon as possible."

Caller: "I'd appreciate that. Thank you very much."

Caller: (Hangs up)

CRA: (Hangs up)

ERRORS

Identify at least one error in the call

Error: _____

_____

_____

Error: _____

_____

_____

Error: _____

_____

_____

CALL NUMBER EIGHT

CRA: "Career Center, Flo speaking."

Caller: "Good morning, this is Mrs. James Martin calling. Yesterday I was speaking to Millie Heath, one of our P.T.A. Board members and she told me. . . .and it's the very first I knew about it. . . .that you're planning an open house next Friday."

CRA: "Yes, that's correct."

Caller: "Well, I just don't understand why I haven't been notified. I've been active in school affairs for several years now and. . . .as a matter of fact, I'm the Hospitality Chairman, and I really think I should have been told about the program. Our Board certainly could have been of help in some way, I'm sure. . . ..

CRA: "Well, I really don't know why you didn't receive an invitation like everyone else. They were mailed out last week by the counseling office. I suggest you call them. Actually, they're responsible, not us."

ERRORS

Identify at least one error in the call

Error: _____

_____

_____

Error: _____

_____

_____

Error: _____

_____

_____

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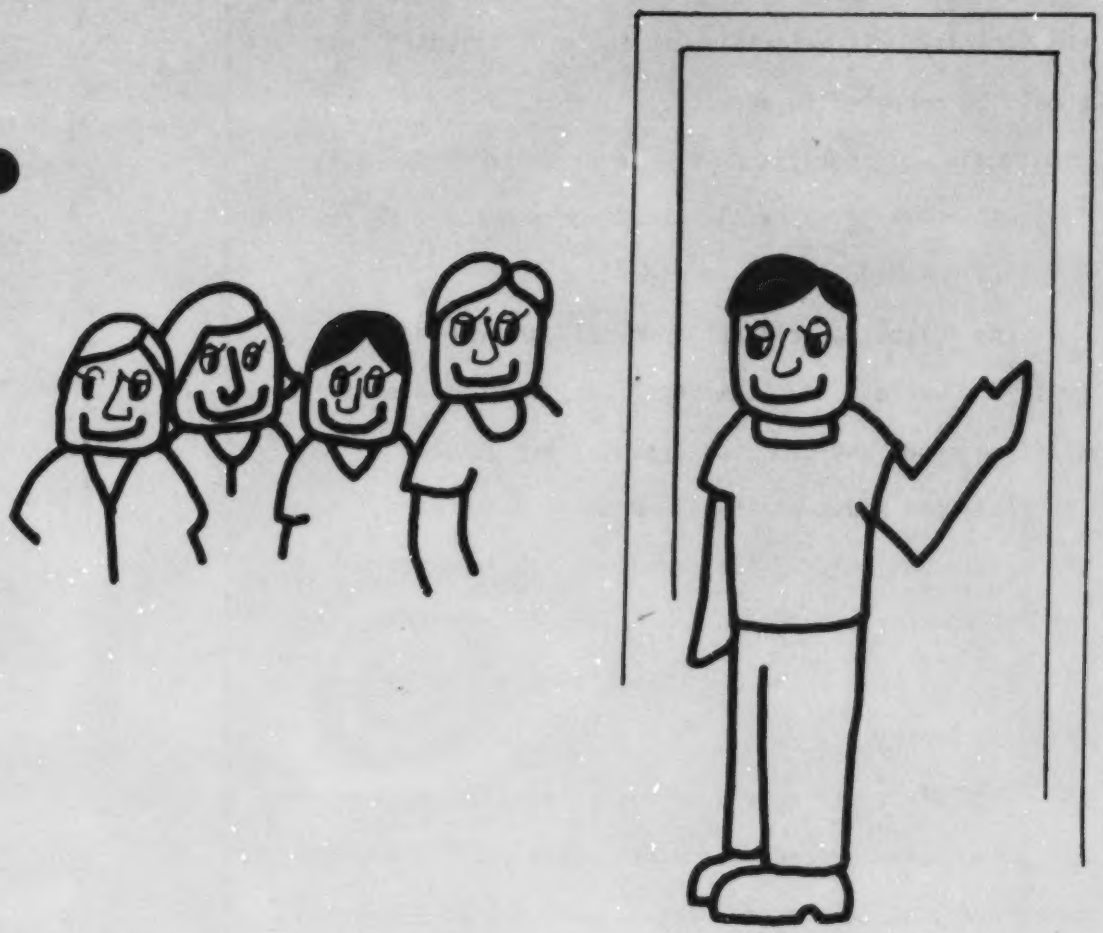
CONDUCTING INDIVIDUAL AND GROUP ORIENTATIONS TO THE CAREER RESOURCE CENTER



Session Four

Conducting individual and/or group orientations to the Career Resource Center is a typical task requiring a great deal of time and energy on the part of the CRC's staff. If the activity is to be productive for students, as well as those conducting the orientation, a format should be developed that can be followed during each visitation. The same format could be modified to suit different groups.

Group visitations should be scheduled, preferably

Objective:

Participants will be able to demonstrate skills in conducting group and/or individual orientations to the CRC.

during those hours when other students are not using the facility. If materials are to be distributed they should be prepared in advance. If exposure to and exploration of specific career information is an objective, appropriate materials should be assembled or their location noted for quick retrieval.

The following orientation model can be modified to suit a variety of situations (i.e. lack of adequate staffing, room and time constraints, etc.).

The Open House will again provide background for the orientation activity. The faculty member you recruited for the speaker program has responded to your enthusiasm with a request to bring one of his classes to the Career Resource Center.

The CRT is delighted and has briefed you on the overall orientation procedure and has asked you, as well as the other CRAs, to take part. The procedure when the group arrives is as follows:

Orientation Procedures

First impressions are often lasting and it's more productive to spend an extra moment in welcome than months regaining goodwill. Your first contact with students should establish you as a helping person and the CRC as an inviting place to be. Names are important, let yours and those of the other staff members, be known. Ask students for theirs, if the opportunity presents itself.

1. *Introduce yourself and other staff members*

Signatures in the sign-in book represent an informal method of record keeping. Sometimes this accountability

2. *Invite visitors to sign the sign-in book*

is a major factor in determining needs of the Center based on its use.

Indicate what resources are available, identifying sections or divisions (i.e. occupational, educational and personal planning materials). Specify those materials that are general in content (directed to the national job market) and what materials are peculiar to a specific region.

3. Cite the resources and services available

Discuss the services, the business hours and how students can make contact with key people.

Every Center should have a system for quick retrieval, be it a central index, card files or other types of reference to the Center's resources. Explain how the system works. If a "hunt and search" method is used, explain how the procedure works and indicate that the staff is available to assist.

4. Discuss the retrieval system

In addition to print material, most Centers offer a variety of audio visual programs. These include filmstrips, audio cassettes, records, microcards, films and video tape programs.

5. Discuss the audio visual resources and demonstrate how equipment is operated

The content of this material is often general in nature and does not offer regional information (i.e. local job opportunities, employment trends and salaries). Some materials have been developed for particular regions and are more specific. The CRT should be familiar with these differences and be able to suggest material that is appropriate for the "career browser" as well as the student

seeking detailed information.

Demonstrating the proper use of the audio visual equipment will save wear and tear on the equipment, and the software.

If brochures, fliers or other materials are available, they may be distributed at the conclusion of the orientation.

6. *Distribute hand-out materials*

The orientation program is often general in scope and does not afford the opportunity for individual explanation and assistance. Invite students to return at a time when you are able to offer individual attention. If the invitation is whole-hearted and sincere, the chances are, you will have repeat "customers." The orientation is an introduction. The returning student is verification of your success.

7. *Invitation to return*

Now that you have reviewed the suggested orientation procedure, it is time to practice what you have learned.

The following print and non-print resource materials are standard to most Career Resource Centers, with the exception of the Vital Information for Education and Work (VIEW) microcards and the California Occupational Guides.

The coordinator will discuss the resource materials on the following pages, then s/he will explain the ground rules in order to begin the activity.

RESOURCE (print)

Occupational Outlook Handbook - U.S. Department of Labor, Bureau of Labor Statistics. Published biennially. Publication provides encyclopedic information covering over 800 occupations and 30 major industries. Information is based on analysis of data received from business firms, trade associations, labor unions, professional societies, educational institutions, government agencies and other groups. Occupations are listed alphabetically by job or title or groupings. Nature of work, places of employment, training, qualifications and advancement are covered, along with employment outlook, earnings and working conditions. Sources of additional information are given. It provides a comprehensive view of occupations, but is not specific as to local job market or salary ranges.

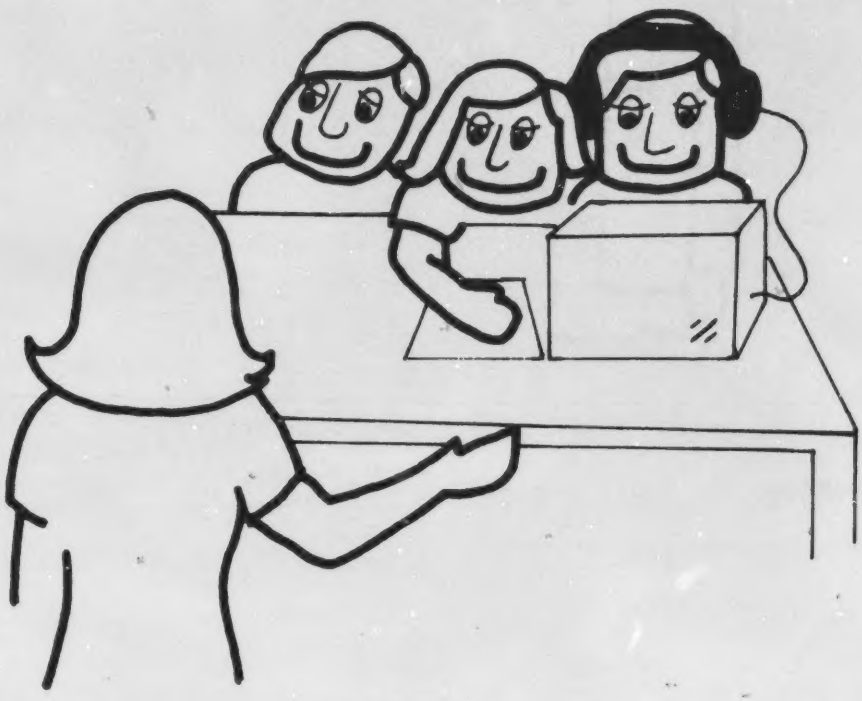
RESOURCE (print)

Occupational Briefs - Chronicle Guidance Publications or Science Research Associates. Four-page briefs describe occupation, work performed, employment conditions, hours, earnings, personal qualifications, aptitudes, interests, and education and/or training needed. Entrance requirements, opportunities for advancement, and employment outlook are discussed. Related jobs are given along with a list of suggested additional reading. Information is somewhat general, not specific to any area and therefore not reliable in terms of regional employment trends or salaries. However, these deficiencies are usually noted and direction offered to local sources of information.

RESOURCE (print)

Occupational Files - developed by the Career Resources Center staff. Collection of free or lowcost materials gathered from a variety of sources throughout the country, i.e. business and industry, schools, colleges and universities, professional associations and local community resources. Reprints of articles written by experts in a given field, and surveys developed by community, state or national agencies may be included. Information is specific to occupation and has been screened for its intended reader. Materials are usually in single sheet or pamphlet form, offering detail not usually found in books, briefs or audio visual materials that must seek to satisfy a broad purchasing market. This collection offers advantages over the

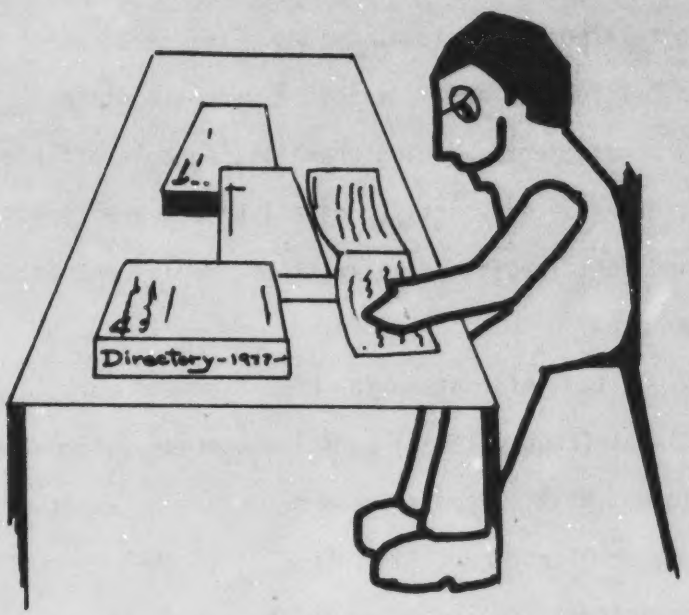
general materials if it has been properly evaluated for content and has been kept current. A well-balanced collection may also contain files developed for specific audiences, e.g. women, minorities, veterans, the over 40 and the handicapped. Also, personal planning aids, such as job search strategies, employment directories and financial aids materials are included.



RESOURCE (non-print - Sound/Filmstrip)

Careers - Pathescope Educational Films, Inc. and the Associated Press. Each of the two-part programs offer a broad overview of a particular career. Various levels and/or related jobs are often discussed, using some on-the-job interviews. Information centers around what the job is, aptitudes and interests needed for job success, favorable and unfavorable aspects of work. It also gives information

concerning education and/or training needed. Information is not specific to any area, i.e. the locale could be Los Angeles or New York. Therefore, material does not give localized information such as job trends and outlook, salaries or places to seek employment. Recommended for the career "browser." Requires a sound filmstrip projector with cassette format.



RESOURCE (print)

Directories and Catalogs - Schools, Colleges, and Universities. Collection developed by the Career Resource Center staff. Will include directories and catalogs divided geographically and by level: e.g., community colleges, state colleges and universities; private colleges and universities, out-of-state institutions; trade and technical schools and foreign study directories. Current institutional bulletins may also be found in this section.

California Occupational Guides - Research and Statistics Section, Human Resources Development, Sacramento, CA. Over 400 four-page briefs giving job descriptions; duties; working conditions; employment outlook (often broken down by counties); pay and hours (often with and without experience); entrance requirements; promotion; military service credit, if any; how to train for the job; how to find the job and where to find additional information. Also refers reader to related Occupational Guides. Information is geared to California, and is specific when discussing licensing requirements, hiring channels, schools offering training, etc. Unfortunately, not all briefs are kept current and deficiencies in salaries and employment outlook should be noted.

RESOURCE (print)

VIEW - Vital Information for Education and Work. Provides local (county level) and/or statewide information on microform. Most states and countries use an aperture card format or microcard. Some use reel to reel microfilm. The information projected on the screen is in the format of four pages presenting regional occupational information, job descriptions, education and training needed, average earnings and places to seek employment. In some states additional decks are available giving college and university information, and service occupations with the U.S. Army and U.S. Navy. Must be used with special viewing equipment. Some offer print-out capability.

RESOURCE (non-print)

RESOURCE RATING FORM - Activity Four

Directions: Rate each participant on his/her oral presentation of the resource

Name of participant being rated: _____

1. Did the CRA give the name of the resource? Yes ( ) No ( ) — *1 point for yes*
   Name of resource_____

2. Did CRA explain whether the resource was: — *1 point for one correct answer*

   ( ) National
   ( ) State
   ( ) Regional
   ( ) Local
   ( ) Other

3. Which of the following did the CRA include: — *2 points for each category described*

   ( ) Job description
   ( ) Salary ranges
   ( ) Place of employment
   ( ) Education and/or training

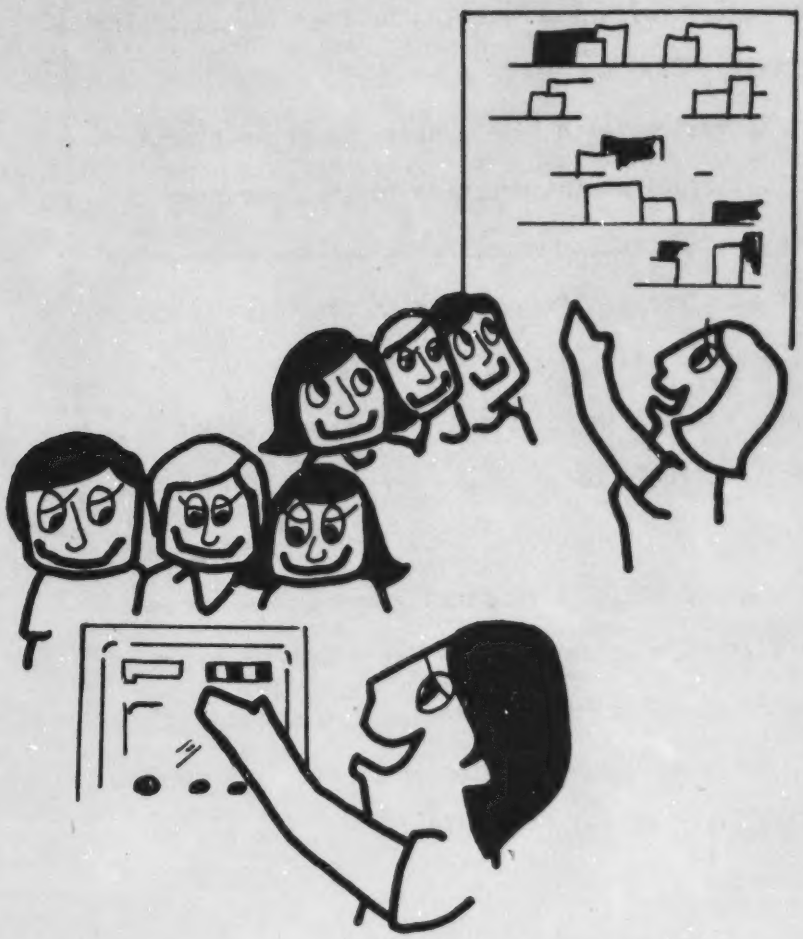
TOTAL *10 points*

INSTRUCTING INDIVIDUALS AND GROUPS IN USING CAREER RESOURCE CENTER MATERIALS

CONFIDENCE RATING SCALE - Activity Five

The CRT has assigned you the task of instructing a class of 25 students in how to use the various resources of the Career Resource Center. How would you rate your ability to do this?

1	2	3	4	5
No Confidence				Very Confident



Session Five

This session differs considerably from the last, in that the participants will review a model to be followed whenever classes are brought to the CRC to engage in a career research assignment.

Usually, the faculty member will have a specific objective in mind (i.e. the exploration of careers related to her/his teaching assignment) and will have the Career Resource Center staff assume a leadership role in assisting students to complete the assignment.

Objective:

Participants will state an increase in confidence in being able to instruct individuals and/or groups in how to use materials in the Career Resource Center.

The CRT and CRA now become "Instructors," with the faculty member participating as a partner in conducting the activity.

It is desirable to have a well thought-out program that will include an introduction to the Center and its resources, a procedure for carrying out the class assignment and adequate staffing available to assist students as they work.

Time, size of the class, staffing and availability of enough materials to go around are all factors to be considered.

Here we go again! The faculty member who brought her/his class for an orientation has scheduled another class of 30 students into the Center for a specific research project. The students are to research careers in English or those related to the major, and are to select one for an in-depth report.

You will be assisting the CRT in preparing for the visit, as well as participating in the activity.

The following model is suggested for planning and conducting a class visitation to the Career Resources Center. Although we have emphasized group procedures the model can be modified for individuals.

Make a representative list of the career options within the field to be investigated (in this case, English). Allow enough copies for each member of the class.

Procedures for Instructing Individuals and/or Groups In using the Career Resource Center

Prior to the visit

1. *List all career opportunities in the area of interest*

Assemble resource material. Remember, time, size of the class and the amount of available material will have a bearing on how productive the activity will be. Quick retrieval and distribution is necessary.

2. Assemble resources

Assemble audio visual resources. Make sure filmstrips and audio cassettes are rewound. Check the equipment to see if it is operating properly.

3. Assemble audio visual materials. Check out the equipment

If multiple or single copy services are offered through the Center, it is advisable to make copies of major resources in advance (i.e. state guides, career briefs, lists of educational opportunities, etc.)

4. Duplicate materials in advance, or be prepared to make copies, if requested

Introduce yourself and other members of the staff. Start off with a warm welcome.

During the visit

1. Introductions

Ask the class to sign the register. The size of the class will probably necessitate the signing of the book during the visitation and not before. Encourage signing because a daily report of actual people served is a supportive document when budget time rolls around.

2. Sign the register

Assemble the class and explain how the activity is to be conducted. It is advisable to break large classes into groups, by areas of interest or by activity (e.g., some can be researching the files, others the college catalogs, while still others can use the audio visual equipment).

3. Explain how the activity is to be conducted

The resources should be assembled and/or available for quick retrieval. If this is not possible, demonstrate the use of the retrieval system (i.e. central index, card

4. Cite the resources and their locations

files, etc.).

Pass out materials to be used during the assignment, such as assignment sheets and/or instructions. Have paper and pencils handy for those who came unprepared.

5. *Distribute assignment materials*

Staff members should be available to offer assistance and/or direction to materials during the visitation.

6. *Offer assistance*

A representative list of careers in English is:

Technical writer
Poet
Novelist
Script writer
Journalist
Editor
Biographer
Reporter
Freelance copywriter
Teacher - English
Public Information Officer
Book critic
Correspondent
Playwright
Columnist
Publicist

You will be utilizing this list in finishing the Career Research Assignment.

CAREER RESEARCH ASSIGNMENT - Activity Six

Directions: Using the resources of the Career Resource Center, research one of the suggested job titles and locate the following information. Use at least two resources.

1. My job title is _____

2. My job description is _____

_____

_____

3. My job environment is:
   ( ) Where (office, factory, school)_____
   _____
   ( ) Hours_____
   ( ) Outside ( ) Inside

4. I need the following education and/or training
   ( ) High School
   ( ) Community College (Junior College) 2 Years
   ( ) College (4 Years)
   ( ) Special Training
   ( ) Other_____

5. I earn the following salary
   ( ) Hourly_____
   ( ) Weekly_____
   ( ) Monthly_____
   ( ) Annually_____

6. In order to get my job, I will ( ) or will not ( ) have to move.

7. If I have to move, I will have to go to another
   ( ) City
   ( ) County
   ( ) State

8. I found this information in the following resources:

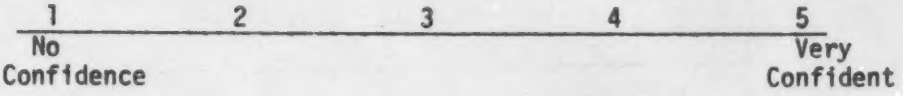
   a. _____

   b. _____

   c. _____

CONFIDENCE RATING SCALE - Activity Seven

How would you rate your ability to instruct a class of 25 students in using the resources of the Career Resource Center?



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Kirk, B. A. and Michels, M. E. *Occupational Information in Counseling, Use and Classification.* Palo Alto, California: Consulting Psychologists Press, Inc., 1964.

VENDORS FOR RESOURCES

Occupational Outlook Handbook

Price: $7.00

Order from:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

or, any of the following regional Bureau of Labor Statistics, U.S. Department of Labor:

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203 S. Dearborn St., Chicago, IL 60604
1371 Peachtree St., N.E. Atlanta, GA 30309
1515 Broadway, New York, NY 10063
911 Walnut St., Kansas City, MO 64106
450 Golden Gate Ave., Box 36017, San Francisco, CA 94102
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Occupational Briefs

Price: Single copy (4 pages or less): $.50;
(more than 4 pages): $1.00

Order from:

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Science Research Associates
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Occupational Files

Price: Free or low cost

Order from:

All sources that will complement your collection.

Careers

Price: Write Publisher

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A pre-recorded tape of the telephone calls used in Session III of the module is available from:

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Thousand Oaks, CA 91360

Price: $3.00 including postage, handling and applicable taxes.

Available in cassette format only.

COORDINATOR'S GUIDE

DEVELOPING PEOPLE RELATIONSHIP COMPETENCIES FOR CAREER RESOURCE TECHNICIANS

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

December 1976

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MODULE GOAL AND OBJECTIVES

This module is directed toward people working in a Career Resource Center, specifically beginning Career Resource Technicians and Career Resource Aides. The topic is entry level skills in the area of people relationship competencies. Participants will gain an understanding of the functions of the Career Resource Technician and demonstrate entry level skills in conducting an interview, in identifying correct telephone procedures, in conducting individual and group orientations to a Career Resource Center and in improving the confidence of participants in instructing individuals and groups in the use of a CRC.

On completion of this module you will be able to:

1. List at least five of the seven functions of the Career Resource Technician that are related to people relationship competencies.

Successful completion of this objective requires that upon presentation and discussion of the seven functions of the CRT related to people relationship competencies, the participants will be able to list five of the seven functions.

2. Demonstrate interview skills of informing and convincing in a mock interview.

Successful completion of this objective requires the evaluation of each participant's performance on a rating form by other participants. Based on at least two ratings, the criteria for successful performance are an average score of 14 on the guidelines and at least two out of five background information items dealing with what, when, where, etc.

3. Demonstrate knowledge of appropriate telephone techniques.

Successful completion of this objective requires evaluating eight typical telephone requests for information and being able to identify at least one error in each conversation.

4. Demonstrate skills in conducting group and/or individual orientations to the CRC by:

   A. Orally presenting a resource including:

      (1) Name of resource

      (2) Level of information (national, state, regional, local)

      (3) Detailed description of the type of information (job description, salary/wages, places of employment, education and/or training)

Successful completion of this objective requires being evaluated by other participants on the rating form provided with the criterion being an average eight out of ten points.

5. State an increase in confidence in being able to instruct individuals and/or groups in how to use materials in the Career Resource Center.

Successful completion of the objective requires participants to take the Confidence Rating Scale before and after becoming acquainted with instructing individuals and/or groups in how to use material in the CRC. The criterion for successful completion is the rise of one point between the pre and post administrations of the scale.

SUGGESTED MODULE TIME TABLE

I.	Introduction	*40 Minutes*
	A. "Ice-breaker" (20 minutes) B. Workshop format, time table, objectives (20 minutes)	
II.	Session I	*50 Minutes*
	A. Lecture (40 minutes) B. Evaluation (10 minutes)	
	BREAK*	
III.	Session II	*65 Minutes*
	A. Lecture (30 minutes) B. Activity (25 minutes) C. Evaluation (10 minutes)	
	LUNCH	*60 Minutes*
IV.	Session III	*50 Minutes*
	A. Lecture (30 minutes) B. Activity (20 minutes)	
V.	Session IV	*75 Minutes*
	A. Lecture (30 minutes) B. Preparation for activity (15 minutes) C. Activity (20 minutes) D. Evaluation (10 minutes)	
	BREAK*	
VI.	Session V	*55 Minutes*
	A. Lecture (20 minutes) B. Activity (25 minutes) C. Evaluation (10 minutes)	
VII.	Summary	*10 Minutes*
	A. Questions and answers	

* Length to be determined by Coordinator.

NOTES TO USERS

This module was developed by the National Consortium on Competency-Based Staff Development during 1975-1976. It was field tested during 1976 and subsequently revised based on the results of the field test. The materials and procedures it contains may be adapted to meet local needs. The module provides suggestions, but these need not be followed precisely.

GENERAL DIRECTIONS

TO THE COORDINATOR - General Directions

It is essential that the coordinator of this module be familiar with the resources and services of the Career Resource Center. (CRC) A working knowledge is a must! The Coordinator may be a professional in charge of the CRC, an experienced Career Resource Technician (CRT) or a team composed of the two.

PURPOSE

The purpose of this workshop is to train pre-service and/or in-service Career Resource Aides and beginning Career Resource Technicians in job-entry people relationship competencies. The participants will develop skills that will enable them to assist the CRT in people realtionship activities and tasks.

CONTENT

The content is designed for the entry level person, therefore, the terminology, concepts and activities are practical in nature. Little effort has been made to develop an understanding of concepts, philosophies and controversies associated with the career development movement.

The success of the module depends on the Coordinator's preparation; therefore, be sure you have studied the module, format, content and activities completely.

THE LEARNING ENVIRONMENT

For optimum learning, the module should be conducted in a Career Resource Center. Many of the exercises are dependent on the resources of such a facility. Too, the CRC offeres an environment that is comfortable and supports the activities.

If such a Center is not available, the Coordinator will

find it necessary to assemble the materials and equipment needed to conduct the workshop.

SIZE OF GROUP

The number of participants should not exceed the seating capacity of the Career Center in which the workshop takes place. The activities are designed to encourage involvement. If there are too many learners, not all can participate. Also, the Coordinator's effectiveness is reduced when there are too many participants.

SEATING

It is preferable that seating be arranged at tables. This will facilitate notetaking, writing and interaction among the participants.

ATTITUDE

The attitude of the Coordinator will largely determine the outcome of the workshop. If the Coordinator doubts the effectiveness of or need for Career Resource Aides, then s/he will probably not be effective in the Coordinator's role.

Do not dazzle participants with esoteric terms or educational jargon. Keep your language simple, but not patronizing.

Be warm, friendly and patient. Encourage discussion and interaction, but limit the participants' sharing of experiences. Be firm, but kind in leading participants back to the topic.

POSSIBLE PROBLEMS

The procedures used in the module are recommended models or simulated situations. It is not possible to implement these models in every school setting. Participants may challenge these models or situations based on personal experience. Explain that the model is being used to

facilitate an activity or procedure that will allow participants to practice new ideas and/or skills. We admit there's always a better way, but for now, do it our way, please.

Before the Workshop

BEFORE THE WORKSHOP

1. Study the module in detail to become familiar with its format, content, and activities.
2. Assemble all the necessary paper, pencils, equipment, resources, etc.
3. Make sure you are comfortable with the material; don't read it to the participants. Know the material well enough to lecture from the handbook. Be prepared to respond to questions

The Workshop

THE WORKSHOP

1. Introduce yourself.
2. Use an "ice-breaker" exercise to relax the participants.
3. Explain to the participants the purpose of the workshop, what they are going to do and how they will do it.
4. Encourage participants to ask questions and/or for explanations of content and/or activities.
5. For maximum learning, limit coffee breaks to specified times. Often coffee served during the sessions limits the concentration of the group.

OISAE Format

OISAE FORMAT

Each session in this workshop is designed using the OISAE format. With workshop participants at the job-entry level, it is essential that the activities and approaches draw from skills that the participants already have. Terminology and training techniques that intimidate or hinder the learner are not desirable. On the next page is an explanation of the OISAE format.

Objective:	Explains to the participant what he/she is to learn.	*STEP I*
Information:	In this module the information will generally be given in lecture form. It is recommended that the Coordinator supplement his/her lectures with charts, chalkboard or overhead transparencies.	*STEP II*
Situation:	The authors have tried to tie the experiences to typical situations found in most Career Resource Centers. The explanation of these situations will enhance the activities and provide a practical reference point for the participants.	*STEP III*
Activity:	Each session has an activity. These activities allow the participants "hands-on" practice using the procedures they are learning.	*STEP IV*
Evaluation:	Each objective requires the participants to demonstrate a skill. Check sheets have been provided for this. It should be noted, however, that the check sheets are as much an indication of the instruction as they are of the learning.	*STEP V*

COORDINATOR'S OUTLINE

Introduction

Name Game and workshop objectives/overview

You as Coordinator may have your favorite get-acquainted technique. If you haven't, one that works quite well is numbering the group off so that pairs result. For example, if there are 14, have them count off two sets of seven. Have pair members rap with each other for the purpose of introducing each other to the group. Usually five minutes is enough to assemble the information for a good introduction. Materials for name tags, such as felt tipped pens and 3 x 5 cards should be available.

In regard to objectives, use them for an overview so participants will start getting the feel of the overall plan. Also, give them the day's schedule, i.e., breaks, lunch, approximate finishing time, etc.

Session I

Review with the participants what is expected of them.

List five of the seven functions of the Career Resource Technician that are related to people relationship competencies. *OBJECTIVE*

Successful completion of this objective requires that upon presentation and discussion of the seven functions of the CRT related to people relationship competencies, the participants will be able to list five of the seven functions.

Lecture *INFORMATION*

1. **Discuss the terms CRC, CRT, and CRA, Career Development, Career Guidance, and Career Counselor.**

2. Discuss the role of the CRT in general and the role of the CRA in relation to the CRT.

3. Discuss the seven people relationship functions, taking each one in turn and giving practical examples.

None — *SITUATION*

None — *ACTIVITY*

Have the participants complete check sheet number one. — *EVALUATION*

Session II

Review with the participants what is expected.

Demonstrate interview skills of informing and convincing in a mock interview. — *OBJECTIVE*

Successful completion of this objective requires the evaluation of each participant's performance on a rating form by other participants. Based on at least two ratings, the criteria for successful performance are an average score of 14 on the guidelines and at least two out of five background information items dealing with what, when, where, etc.

Lecture

1. Present the Open House model including both the information gathering and open house process. — *INFORMATION*

A typical situation that the CRA might encounter is to be given the following task by the CRT: — *SITUATION*

> Recruit an instructor to participate in the Open House by naming an occupational speaker panel, contacting the panel and acting as host and/or moderator.

Role Play: "Hard Nosed Instructor vs the CRA" — *ACTIVITY*

Do before play:

1. Duplicate rules of role playing to pass out to participants. See information under Procedure below.

2. Explain the role playing, encouraging maximum participation. Duplicate enough Interview Rating Forms and explain their use fully.

3. Arrange participants in groups of 4 or 5 depending on size of group and room situation.

4. Define the various roles to be played, model the role of the CRA and the Hard Nosed Faculty Member.

Have participants develop the role of the faculty member if needed.

5. Be sure that players are aware of the outcomes.

Procedure:

PROCEDURE

1. In each group of participants two will start a mock interview. Player 1 will be the CRA and Player 2 will be the faculty member. Players 3, 4, and 5 will rate the interview on the prepared rating forms.

2. Allow three minutes for mock interview to take place. Longer time frames may be used depending on the situation.

3. At the end of three minutes, shift the players. Player 1 will become faculty member, Player 3 will become CRA and Player 2 will join Players 4 and 5 in evaluating the interview between Players 1 and 3.

4. Continue until each player has had a chance to role play CRA.

Outcomes:

CRA convinces the faculty member to name panel, contact panel members and act as host/moderator during Open House.

Evaluation:

EVALUATION

Have participants complete Interview Rating Form for players in their group. The Coordinator should quickly check the forms, and explain the proper procedure if anyone is having trouble. If necessary, talk to the individual(s) separately during break or at lunch.

Session III

Review with the participants what is expected of them.

Demonstrate knowledge of appropriate telephone techniques.

OBJECTIVE

Successful completion of this objective requires evaluating eight typical telephone requests for information and being able to identify at least one error in each conversation.

Lecture

1. Discuss the telephone do's and don'ts, taking each one in turn, giving examples and asking the group to give examples also.

INFORMATION

The Open House, mentioned in Session II, has been well publicized. Frequent calls are coming into the Career Center requesting information on the Open House as well as other information. The CRT has the CRA answer the telephone.

SITUATION

The participants will identify errors in eight telephone calls. It is suggested that the calls be pre-recorded from scripts provided in the handbook. Have the actors study the answers below for additional directions. If necessary, a pre-recorded tape of the calls can be obtained from the vendor listed in the handbook. Take calls one at a time, and discuss the errors in each call before going on to the next.

ACTIVITY

Answers for Session III Activity
(Participants will identify at least one error.)

Call Number One

1. CRA fails to identify office or self.
2. CRA lacked tact in screening call.
3. CRA too technical in naming evaluation team, information unnecessary.
4. CRA assumed Director would want to talk with Mrs. Aine.

Call Number Two

1. CRA tactless in saying she hasn't come in yet.
2. CRA failed to offer to have appropriate person return call.
3. CRA failed to ask for caller's number.
4. CRA did not get correct name.
5. CRA terminated call.

Call Number Three

1. CRA failed to offer to obtain information or to have appropriate person return call.
2. CRA made inappropriate transfer.
3. CRA failed to ask permission to have call transferred.

4. CRA showed lack of interest.

Call Number Four

1. CRA failed to give caller her undivided attention, carried on side conversation.

2. CRA tactless, included caller in confidential matter, leading to confusion and embarrassment.

Call Number Five

1. CRA failed to answer promptly.

2. CRA failed to identify self.

3. CRA failed to ask permission to place call on "hold".

Call Number Six

1. CRA failed to identify self.

2. CRA tactless, too abrupt in explanation of unavailability of called party.

3. CRA failed to offer to interrupt meeting for possible emergency, or urgent call.

4. CRA unprepared to take message, away from telephone too long.

5. CRA used slang expression, "O.K."

6. CRA tactless in screening caller's name.

Call Number Seven

1. CRA eating throughout entire conversation.

2. CRA overly polite, almost mechanical at times.

Call Number Eight

1. CRA failed to make any effort to smooth over a difficult situation, or error. "Passed the buck."

2. CRA tactless in suggesting caller trace reason for error.

EVALUATION

Each call has a script and evaluation sheet. Encourage the participants to use the do's. Check their work by discussion or looking at the "Telephone Evaluation Sheets."

Session IV

Review the objective with the participants.

Demonstrate skills in conducting group and/or individual orientations to the CRC by: *OBJECTIVE*

A. **Orally presenting a resource including:**

(1) **Name of resource**

(2) **Level of information (national state, regional, local)**

(3) Detailed description of the type of information (job description, salary/wages, places of employment, education and/or training)

Successful completion of the objective requires participants to take the Confidence Rating Scale before and after becoming acquainted with instructing individuals and/or groups in how to use the material in the CRC. The criterion for successful completion is the rise of one point between the pre and post administration of the scale.

Lecture *INFORMATION*

Review the standard orientation procedures.

Lecture

Discuss the seven resources found in the CRC. These are only suggested resources. Substitutions can be made if other resources are preferred. The Occupational Outlook Handbook and Occupational Briefs represent national coverage, the California Guides state-wide coverage, and the VIEW more local coverage.

The English faculty member who strongly resisted anything to do with the Career Resource Center has decided to bring his entire class to the Center for a tour during the Open House prior to his hosting the Careers in English panel. The CRT has assigned the CRA the task of conducting the tour. *SITUATION*

Note: The objective of this exercise is to develop skills in conducting an orientation program and not necessarily to familiarize participants with specific resource materials.

Role Play: "My Resource Is. . . . " *ACTIVITY*

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Directions: This technique will involve the participants, in groups of four or five (Coordinator should determine size to facilitate role play), explaining each of the resources of the Career Resource Center. Each individual will be assigned a resource.

Do before play:

1. Explain the role play, encouraging maximum participation.

2. Assign resources to participants (equal number to each resource if possible).

3. Allow fifteen minutes for participants to study resource and learn the information below:

    a. Name of resource

    b. Level of information (national, state, local, regional)

    c. Detailed description of the salary range, job descriptions, places of employment, and education and/or training.

Procedure:

1. Arrange participants in groups of four or five.

2. Give each group their resource, and allow 15 minutes for study.

3. After study session, rearrange participants in groups of four or five so that in each group each resource is represented.

4. Begin role play, allow each participant three minutes to present her/his resource. Other members will evaluate oral presentation on prepared rating form. Be sure that enough Resource Rating Forms have been run off and that each participant receives his/her forms once s/he has been rated.

PROCEDURE

Session V

Be sure the participants fill out the Confidence Rating Form before proceeding. Review with the participants the session's objective, but not the criteria for successful completion.

OBJECTIVE

State an increase in confidence in being able to instruct individuals and/or groups in how to use materials in the Career Resource Center.

Successful completion of the objective requires participants

to take the Confidence Rating Scale before and after becoming acquainted with instructing individuals and/or groups in how to use material in the CRC. The criterion for successful completion is the rise of one point between the pre and post administrations of the scale.

Lecture

1. Discuss the model for a class visit.

INFORMATION

The English faculty member wants to bring his class back to the Career Resources Center for instruction on how to use the resources. The CRT has assigned the CRA the task of instructing the class.

SITUATION

Using the prepared sheet, "Career Research Assignment," have the participants work individually or in small groups to complete the assignment. Each participant is to select one of the following job titles related to careers in English, research the information, and complete the assignment sheet.

ACTIVITY

Technical writer
Poet
Novelist
Script writer
Journalist
Editor
Biographer
Reporter
Freelance copywriter
Teacher - English
Public Information Officer
Book critic
Correspondent
Playwright
Columnist
Publicist

Encourage the participants to use the resources demonstrated in Session IV.

Check to see if the participants complete the Career Research Assignment. (Activity Six)

EVALUATION

Check to see that the participants complete the Confidence Rating Scale. (Activity Seven)

Check to see if there are questions or comments about the learning module as a whole.

SUMMARY OF LEARNING MODULE

SAMPLE EVALUATION INSTRUMENTS

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: _____

WORKSHOP DATES: _____

WORKSHOP COORDINATOR(S): _____

_____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✓) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Developed at the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) _____ Date _____

Module Title _____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A: I strongly agree	Column B: I agree	Column C: I disagree	Column D: I strongly disagree	Column E: I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's objectives addressed the training needs that I hoped they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.

NATIONAL CONSORTIUM COMPETENCY-BASED STAFF DEVELOPMENT RESOURCES

Modules 1-12 comprise a series on Developing Comprehensive Career Guidance Programs.

1. Career Development Theory
   Barbara Sanderson and Carolyn Helliwell

2. Program Development Model
   Charles Dayton and H. B. Gelatt

3. Assessing Desired Outcomes
   Charles Dayton

4. Assessing Current Status
   Phyllis DuBois

5. Establishing Program Goals
   Charles Dayton

6. Specifying Student Performance Objectives
   Laurie Harrison

7. Selecting Alternative Program Strategies
   H. B. Gelatt

8. Specifying Process Objectives
   Barbara Pletcher

9. Developing Program Staff
   Barbara Pletcher

10. Trying Out Activities and Monitoring Early Implementation Efforts
    Steven M. Jung

11. Conducting Summative Evaluation (Cost-Impact Studies)
    Jean Wolman

12. Communicating Evaluation Results
    Sarah Roberts

The remaining modules address other competencies necessary for providing comprehensive career guidance.

13. Utilizing Strategies for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

14. Designing Programs for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

15. Providing Life/Career Planning for Women and Girls
    Janice M. Birk

16. Providing Career Guidance for Young Women
    Pamela G. Colby

17. Enhancing Understanding of Students with Physical Disabilities
Susan L. McBain

18. Helping Students Explore Work and Leisure Options
Pamela G. Colby

19. Planning a Career Resource Center
Robert A. Wood, Neal Rogers, and Clella Klinge

20. Developing People Relationship Competencies for Career Resource Center Technicians
Jill Paddick and Dale Dobson

21. Developing Facility Maintenance Competencies for Career Resource Center Technicians
Clarence Johnson

22. Planning Pre-Employment Programs
Joyce Fielding and Marvin Fielding

23. Conducting Job Development Programs
Joyce Fielding and Marvin Fielding

24. Conducting Job Placement Programs
Joyce Fielding and Marvin Fielding

25. Conducting Follow-Up and Follow-Through Programs
Joyce Fielding and Marvin Fielding

26. Imaging Futuristic Career Guidance Goals
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

27. Imaging Futuristic Career Guidance Programs
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

28. Using Change Agent Skills to Manage Career Guidance Program Development
Juliet V. Miller

29. Using Change Agent Skills to Manage Career Guidance Program Implementation
Juliet V. Miller

30. Developing Effective Public Relations
Norman C. Gysbers

31. Developing and Conducting In-Service Programs
Al Stiller

32. Providing Leisure Information in the Career Resource Center
Ron Klein and Robert Swan

33. Developing Career Center Resources for Faculty Use
Marlene Fredricksen and Robert Swan

34. Providing Career Guidance in a Group Setting
Perry Samuels

35. Personalizing Career Guidance Assessment Information Through Group Counseling
Joe Wittmer and Larry C. Loesch

36. Clarifying and Articulating Individual Values and Skills for Career Planning
Jerald R. Forster

37. Helping Parents to Help Adolescents in Career Exploration
Janice M. Birk

38. Helping Young Adults Make the School-to-Work Transition
Sherri Johnson, C. D. Johnson, and Niel Carey

39. Helping the Community Help Students with Career Development
Richard Lutz and Jim Crook

40. Establishing Community-Based Employment Programs
Ellen A. Stewart

41. Designing Career Development Programs for Business and Industry
Zandy Leibowitz and Nancy Schlossberg

42. Developing Coping Skills for Career-Related Changes
Phil Abrego and Lawrence Brammer

43. Helping People with Preretirement Planning--An Introduction
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

44. Counseling Needs of the Older Adult
Patricia Cook and Ellen Stewart

45. Specializing Career Guidance Strategies for Use with Ethnic Minorities
Woodrow M. Parker and Roderick J. McDavis

46. Using Self Awareness and Effective Communication for Helping Ethnic Minorities with Career Guidance
Roderick J. McDavis and Woodrow M. Parker

47. Helping Elementary School Students Develop Decision-Making Skills
Lee Winocur

48. Consulting in the Area of Career Guidance
Tom Quinn

49. Planning Collaborative Career Guidance Projects
Larry C. Loesch and Joe Wittmer

50. Becoming Resource Resourceful
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

51. Making Change Happen: Learning a Systematic Model for Change
Libby Benjamin and Garry R. Walz

52. Making Change Happen: Overcoming Barriers to Change
Libby Benjamin and Garry R. Walz

The National Consortium has also produced a catalog of competency-based programs and lists of desirable competencies for providing comprehensive career guidance.

53. Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies--Second Edition
Susan L. McBain, Compiler